DOCUMENT RESUME

ED 364 392 RC 019 414

TITLE	Land-Grant Status for Certain Indian Colleges. Report To Accompany S. 1345 from the Committee on Indian Affairs, United States Senate, 103d Congress, 1st Session (November 2, 1993).
INSTITUTION	Congress of the U.S., Washington, DC. Senate Committee on Indian Affairs.
REPORT NO	Senate-R-103-194
PUB DATE	19 Nov 93
NOTE	8p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*American Indian Education; American Indians; Colleges; Federal Aid; *Federal Legislation; *Financial Support; Higher Education; *Land Grant Universities; *Tribally Controlled Education
IDENTIFIERS	Bureau of Indian Affairs Schools; Congress 103rd

ABSTRACT

This report provides background on Senate Bill 1345 to establish land-grant status for 24 tribally controlled community colleges, 2 tribally controlled vocational colleges, 2 Bureau of Indian Affairs postsecondary institutions, and the Institute of American Indian Arts. Brief sections describe the history of the 73 existing land-grant institutions, the benefits of land-grant status, and the present status and enrollments of the 29 Indian institutions. This committee report amends the bill and recommends passage. The bill authorizes an endowment of $23 million for the 29 institutions; an annual appropriation of $50,000 for each institution to be used for instruction in food and agricultural sciences; an annual appropriation of $5 million for state land-grant colleges entering into cooperative agreements with the designated institutions for the delivery of extension services; and an appropriation of $1.7 million for 5 years for construction of research facilities. Dr. John Tippeconnic, Director of Office of Indian Education Programs, testified that the Bureau of Indian Affairs supports the bill and points out that Indian colleges serve the special needs of the rural Indian population in much the same way as land-grant colleges serve the rural population. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 392

LAND-GRANT STATUS FOR CERTAIN INDIAN COLLEGES

CALENDAR NO. 321

from the Committee on Indian Affairs, U.S. Senate

RC019414

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Calendar No. 321

103D CONGRESS
1st Session

SENATE

REPORT
103–194

LAND-GRANT STATUS FOR CERTAIN INDIAN COLLEGES

NOVEMBER 19 (legislative day, NOVEMBER 2), 1993.—Ordered to be printed

Mr. INOUYE, from the Committee on Indian Affairs, submitted the following

REPORT

[To accompany S. 1345]

The Committee on Indian Affairs, to which was referred the bill (S. 1345), a bill to provide land-grant status for certain Indian colleges and institutions, having considered the same, reports favorably thereon with an amendment and recommends that the bill, as amended, do pass.

The amendment is an amendment in the nature of a substitute, as follows: strike all after the enacting clause and insert in lieu thereof the following:

PURPOSE

The Committee substitute for S. 1345 would amend existing law authorizing the establishment of land-grant colleges by designating twenty-nine American Indian postsecondary institutions as land-grant colleges and authorizing appropriations consistent with that designation.

BACKGROUND

From the time of its founding in 1973, the American Indian Higher Education Consortium, an organization of twenty-nine post-secondary institutions serving American Indians and Alaska Natives (and two Canadian colleges), has sought to improve the opportunities of its member organizations to accomplish their educational and community service missions. As part of that search, the Consortium reviewed the goals of legislation establishing land grant colleges, the record of the Congress in authorizing more than one such college in each state and in authorizing colleges in juris-

79–010

dictions other than states, and the record of the Congress in providing appropriations for such colleges.

On the basis of its review of the study conducted by the American Indian Higher Education Consortium, the Committee on Indian Affairs has concluded that the Consortium members have missions substantially similar to those of existing land-grant institutions, that designation of the twenty-nine United States members as land-grant colleges could assist them in accomplishing their missions, and that such designation is justified.

Land-grant colleges. There are seventy-three institutions of higher education designated as land-grant colleges today. Of these, fifty had their origins in the Morrill Act of 1862, which authorized states to use the income from certain public lands to establish and operate "colleges for the benefit of agriculture and the mechanic arts." Sixteen black colleges were also designated as land-grant institutions pursuant to an 1890 Act. The other seven colleges were designated pursuant to separate acts of Congress between 1968 and 1980.

The principal initial benefit to all land-grant colleges was an endowment from the federal government in the form of land (or scrip) for the forty-nine states designating such colleges and as a direct appropriation by the Congress for the colleges designated in Hawaii, the outlying territories, and the District of Columbia. Appropriations authorized as endowments for the last seven jurisdictions with colleges to be designated as land-grant colleges ranged from $3,000,000 to $75,214,000, the latter the endowment to the University of the District of Columbia in 1968.

In addition to their endowments, land-grant colleges are beneficiaries of annual appropriations in the budget of the Department of Agriculture aggregating more than $600 million in fiscal year 1993. The largest two programs are the Cooperative Extension Service, established under the Smith-Lever Act, and the Agriculture Experiment Stations, established under the Hatch Act, in which formula payments on a matching basis are made to States, the seven outlying territories, and to the District of Columbia.

States and other jurisdictions having land-grant colleges also each receive $50,000 annually under the Morrill-Nelson Act to support instruction in food and agricultural sciences. In states having more than one land-grant college, the states apportion the funds between institutions.

Two grant programs of the Department of Agriculture benefit only Tuskegee Institute and the sixteen black colleges designated by states as land-grant colleges pursuant to the second Morrill Act of 1890. One program, with an appropriation of $24.7 million in fiscal year 1993, enables the colleges to conduct agricultural research, disseminate research results, and carry out related activities. The second program, with an appropriation of $10.3 million in fiscal year 1993, enables the colleges to build their research and teaching capacities through cooperative programs with other institutions, private industry, and the Department of Agriculture.

Tribal colleges and other postsecondary institutions. Of the twenty-nine institutions that would become land-grant institutions, twenty-four are tribally-controlled community colleges, established pursuant to the Navajo Community College Act of 1970 and the

Tribally-Controlled Community Colleges Assistance Act of 1978. These colleges offer two-year degrees, except for Salish Kootenai College and Oglala Lakota College, which offer four-year degrees, and Sinte Gleska University, which offers both a four-year and a graduate degree program. These colleges are located in ten states and enroll about 14,000 students.

Two other institutions that would be designated are tribally controlled postsecondary vocational institutions—Crownpoint Institute of Technology and United Tribes Technical College—both of which offer two-year programs. Together, the two have an enrollment of 675 students.

Two other institutions that would be designated as land-grant colleges are the Haskell Indian Nations University (formerly Haskell Indian Junior College) and the Southwest Indian Polytechnic Institute (SIPI). Haskell now offers a four-year program and SIPI offers a two-year program. Enrollment in 1993 at Haskell was 906 students and at SIPI, 519 students. Both schools are operated by the Bureau of Indian Affairs.

The other college that would be designated is the Institute of American Indian and Alaska Native Culture and Arts Development, an institution offering a two-year degree program. The Institute, an independent agency governed by a Presidentially-appointed board, currently enrolls 250 students.

Base funding for all twenty-nine colleges is provided in the budget of the Department of Interior. Appropriations for all tribally controlled community colleges except for Navajo Community College are made in a single appropriation that is apportioned among the twenty-one colleges on the basis of their Indian Student Counts. The Navajo Community College and each of the other institutions receive appropriations by name.

Summary. Despite the historic special relationship of the United States to American Indian tribal governments and their populations, and despite the important roles Indian postsecondary institutions perform in their communities, federal financial support to the colleges has been far below that experienced by land-grant colleges. The missions of Indian postsecondary institutions resemble those of land-grant colleges and their communities are in need of agricultural instruction and extension services such as those afforded other communities by land-grant colleges. Designation of the twenty-nine Indian postsecondary institutions as land-grant colleges and authorization of appropriations consistent with that designation is long overdue.

MAJOR PROVISIONS OF THE BILL

The Committee substitute to S. 1345 identifies twenty-four tribally controlled community colleges, two tribally controlled vocational colleges, two Bureau of Indian Affairs postsecondary institutions, and the Institute of American Indian Arts as "1994 Institutions" and designates them as land-grant colleges. The bill also authorizes an endowment of $23,000,000 for the twenty-nine Institutions; an annual appropriation of $50,000 for each Institution to be used for instruction in food and agricultural sciences; an annual appropriation of $5,000,000 to be awarded on a competitive basis to State land-grant colleges to enable them to enter into coopera-

tive agreements with the 1994 Institutions for the delivery of extension services; and an appropriation of $1,700,000 for five years to assist the Institutions in constructing research facilities.

LEGISLATIVE HISTORY

S. 1345 was introduced by Senator Jeff Bingaman on August 3, 1993, for himself and Senators Baucus, Campbell, Dorgan, Levin, Riegle, Simon, and Daschle. Additional co-sponsors were Senators Conrad, Exon, and Wellstone. The bill was the subject of a hearing on November 18, 1993, at which time Senator Bingaman proposed a substitute to his original measure and urged its approval.

COMMITTEE RECOMMENDATION AND TABULATION OF VOTE

On November 19, 1993, the Committee on Indian Affairs approved the substitute bill by majority vote and recommends its enactment by the Senate.

COST AND BUDGETARY CONSIDERATION

Given that the authorizations for appropriations are explicit in the Committee substitute for S. 1345, and in the interest of expeditious action by the Senate, the Committee did not obtain an estimate from the Congressional Budget Office.

REGULATORY IMPACT

Paragraph 11(b) of rule XXVI of the Standing Rules of Senate requires each report accompanying a bill to evaluate the regulatory and paperwork impact that would be incurred in carrying out the bill. The Committee believes that the substitute to S. 1345 will have no regulatory impact and only minimal paperwork impact.

EXECUTIVE COMMUNICATION

Set forth below is the testimony of Dr. John Tippeconnic, Director, Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of Interior:

STATEMENT OF DR. JOHN TIPPECONNIC, DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS

Good morning, Mr. Chairman and Members of the Committee. I am pleased to be here to present the Department of the Interior's views on S. 1345, a bill to provide land-grant status for Tribally Controlled Community Colleges, Haskell Indian Junior College, the Southwest Indian Polytechnic Institute, and other tribally controlled postsecondary vocational institutions.

We have no objection to enactment of S. 1345, the Equity in Educational Land-Grant Status Act of 1993, which would provide land-grant status for the Bureau of Indian Affairs' (BIA) postsecondary institutions. However, the bill would affect programs in the Department of Agriculture (USDA) so we defer to USDA for their comments on S. 1345. We understand USDA will be providing comment for the record. The BIA supports this important role of tribal colleges through annual appropriations to these schools. In

FY 1993 and 1994, these appropriations were $25 million and $28 million respectively. If enacted, S. 1345 would make these colleges eligible for additional programs under the auspices of USDA.

The community colleges of the Territories of American Samoa and Micronesia and the Universities of Guam and the Virgin Islands receive annual appropriations based on their special status as "trust territories". The University of the District of Columbia also receives annual appropriations. Historically black colleges and universities were included in the second land-grant Act of 1890.

Land-grant colleges were created to serve the special needs of the rural population of the Nation. Tribally controlled community colleges, tribally controlled postsecondary vocational institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, serve the special needs of rural Indian population of the Nation in much the same way as land-grant colleges serve the rural population.

Some institutions of the Trust Territories were unique in that American Samoa Community College, College of Micronesia, and Northern Marianas College were (and presently are) two-year institutions. The tribally controlled community colleges are very similar in that most of the tribal colleges are two-year institutions and also serve the unique needs of their Indian population. S. 1345 would also authorize a one-time appropriation of $10 million in lieu of public usually made available to these schools.

S. 1345 would provide land-grant status to our tribal colleges. Under S. 1345, tribal colleges could assist in educating and training the food and agricultural workforce for the future. Tribal colleges could also promote scientific methods of training for their rural workforce in all aspects of the food and agriculture system.

The BIA will continue its efforts to support tribal colleges and institutes through its tribal programs to ensure that the special needs of the rural residents are met.

This concludes my prepared statement. I will be happy to answer any questions the Committee may have.

SECTION-BY-SECTION ANALYSIS

Section 1. Short title.

Section 1 describes the short title as the "Equity in Educational Land-Grant Status Act of 1993."

Section 2. Definition.

Section 2 identifies twenty-four tribally controlled community colleges, two tribally controlled postsecondary vocational colleges, two Bureau of Indian Affairs postsecondary institutions, and the Institute of American Indian Arts as "1994 Institutions."

Section 3. Land-grant status for 1994 institutions

Sections 3(a) provides that 1994 Institutions shall be considered as land-grant colleges in accordance with the Morrill Act of 1862.

Section 3(b) provides that any Act of Congress applying to land-grant colleges shall apply to the 1994 Institutions, except for those acts providing for agricultural research at colleges eligible under the Hatch Act of 1887, the Morrill Act of 1890, and the Smith-Lever Act of 1914.

Section 3(c) authorizes an appropriation of $23,000,000 as an endowment for the 1994 Institutions in lieu of the provisions for land and scrip donations as provided in the Morrill Act of 1862, but makes the provisions of that Act applicable to the proceeds of the endowment authorized in this Act.

Section 4. Appropriations.

Section 4(a) authorizes an annual appropriation of $50,000 to each 1994 Institution for instruction in food and agricultural sciences and provides that the payments are to be made to the treasurers of each Institution.

Section 4(b) authorizes annual appropriation of $5,000,000 to be awarded to State land-grant institutions to enable them to enter into cooperative agreements with 1994 Institutions for the delivery of agricultural extension services and provides that no matching funds would be required.

Section 5. Research facilities.

Section 5 authorizes annual appropriations of $1,700,000 for five years to assist the 1994 institutions in constructing research facilities.

CHANGES IN EXISTING LAW

Section 12 of rule XXVI of the Standing Rules of the Senate requires that proposed changes in existing law to be made by a reported bill be enumerated in the report. In the opinion of the Committee, it is necessary to dispense with the requirements of this subsection to expedite the business of the Senate.